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AUTHOR Klinck, Patricia
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ABSTRACT

A lounge was set up at the University of Calgary where continuing education students could obtain assistance in learning French, in the form of reading materials and French-speaking monitors ready to help them develop conversational and grammar skills. The lounge was endowed with an ambiance designed to relax the student and to create a miniature immersion experience each time it was used. On the whole, the Drop-In Centre is judged a success, but several recommendations for improvement are made, centering around the need for the monitors to be more flexible and responsive to the diverse needs of the students. (JB)

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EVALUATION OF THE

DROP-IN CENTRE

FRENCH CENTRE

UNIVERSITY OF CALGARY

1979 - 1980

by

P. Klinck

May 1980

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I. INTRODUCTION

The French Drop-In Centre is one of the three aspects of the program presented by the French Centre of the Faculty of Continuing Education at the University of Calgary. Since September 1979, Mrs. Donna Mydlarski has been its Director. The Centre offers non-credit courses. These courses follow a set program of studies and a methodology. Since Calgary is an English-speaking city, two programs have been developed to allow the interested student to enrich his second language experience. There are the French Immersion Weekends which give the student contact with native speakers in a simulated cultural setting and the French Drop-In Centre. The latter is on campus and is designed "to provide an informal setting where students can meet with native French speakers and practise conversation skills". Unlike the courses or the Weekend Immersions, the Drop-In Centre has no course of studies and no structured activities. The Centre is open to students who wish to practice or explore an aspect of French, be it reading, writing, listening or speaking. The cultural component is limited to French music and poster - and of course the francophone monitor whose presence is guaranteed.

In the content description of the project (Appendix IB), conversational skills are defined as both listening and speaking skills developed through conversation. It is considered furthermore that these skills are sometimes neglected in the classroom where "tools of the language are taught but little real communication".

The need for an experience different from the classroom is often felt and expressed by second language teachers. The Drop-In Centre is an endeavour to fill this need.

II. EVALUATION

A. PURPOSES OF THE EVALUATION

The purposes of the evaluation are:

1. To provide a description of the interaction between students and monitors;
2. To provide information on the type of participant and how he views the French Drop-In Centre;
3. To provide information on the role of the monitor in the French Drop-In Centre;
4. To provide recommendations for the French Drop-In program based on observations and data obtained from questionnaires.

As with the French Immersion Weekends, it was decided not to look at student outcomes which are generally decided by pre- and post-tests. This would be particularly irrelevant as the French Drop-In Centre functions entirely informally. No structure is built into this program. This evaluation is based on a description of the interactions and activities observed and the data obtained from the questionnaires.

The descriptions and data will be the basis for the following: how the activities can be evaluated in terms of the goal of the French Centre, whether the French Drop-In Centre is answering the goals of the students, how the monitor fulfills his role as facilitator and host, what other function could be involved to enhance the present operation of the French Drop-In Centre.

B. EVALUATION STRATEGY AND INSTRUMENTS

The evaluator was an observer-participant. Her participation was limited to conversations with students, monitors and professors. No endeavour was

made to initiate conversations or act as a resource person. Initially, it was felt that the observation data could be collected by using the Student Activity Measure and the Modified Flanders Analysis Scale. The former instrument is not suited to the Drop-In Centre where students come in with a pre-determined goal, i.e. to read, to get help with problems, to chat. The Flanders Analysis did however provide some guidelines for the type of interaction between participants. More important, it did provide some suggestions for evaluating the monitor as host.

The following is a list of instruments used for this evaluation:

- Participants' Questionnaire

  112 questionnaires were sent with stamped self-addressed envelopes. They were sent to all participants who had signed into the Centre and left their addresses. Forty-eight questionnaires were returned answered. (Five were returned due to wrong addresses.) All questionnaires were sent March 24th. The cut-off date was April 24th, at which time they were processed at the Computer Centre at the University of Calgary.

- Monitors' Questionnaire

  The 6 monitors hired by the Centre were given questionnaires. The results were tabulated and integrated into the evaluation.

- Professors' Questionnaire

  The professors of the Department of Romance Studies were also given a questionnaire. The results are integrated into the evaluation.

C. BASIS FOR OBSERVATIONS AND PARTICIPATION

As stated earlier, the evaluator participated to a limited extent in the activities of the Drop-In Centre. Her contacts were largely limited to

students, monitors and professors whom she already knew. Both students and monitors seemed at ease with the idea of an evaluator being present.

Observation was done within the following framework: how much French was spoken, how well did the goal of the French Drop-In Centre seem to be served, what was the role of the monitor and what was the scope of activities.

An observation schedule was agreed upon at the end of November. There were to be 3 observation periods per month chosen at random. As the Centre is open from 11:00 A.M. until 2:00 P.M. and from 6:00 P.M. to 7:00 P.M., the noon hour was divided into 3 one-hour periods. Observations were made from December to March, excluding the Christmas break, the Spring break given by the Calgary Board of Education and the Students' Reading Week in February.

III. ESSENTIAL ELEMENTS OF THE FRENCH DROP-IN CENTRE

A. TARGET POPULATION

Of the participants in the Drop-In Centre who signed in, the majority are students (N-40). They come from the Department of Romance Studies (N-23). There is a large group (N-10) of participants who are not presently enrolled in any course. The majority is made of predominantly intermediate (N-16) and advanced (N-19) students. Forty percent attended less than 3 times in the year, 36% attended more than 10 times.

Their motives for attending were fairly diversified but the opportunity to converse in French was by far the most important (N-30). Therefore, the need for the French Drop-In Centre as perceived by the French Centre administration is also felt by the students. The basic goal is supported by students and administration. Eighty-six percent of the students came to improve their present skills in French.

B. INSTRUCTIONAL STAFF

The instructional staff of 8 is composed of 6 monitors (i.e. University students) and 2 non-credit course instructors, two of which run the Drop-In Centre in the evening between 6:00 and 7:00 P.M. The monitors are assigned to be facilitators and resource persons for hour-long periods.

The monitors are chosen according to their fluency and ability to relate to people. Availability of monitors is however a major problem and they are assigned according to suitability of hours.

They represent "la francophonie mondiale" as they come from various regions of Canada and Europe.

C. ADMINISTRATIVE ARRANGEMENTS

The French Centre offices (the Director's office and the secretary's office) are directly opposite the Drop-In Centre. This affords easy access to both the Director and her secretary. The communication between student, monitors and administration is well-maintained.

Publicity is handled by the Director. Professors are encouraged to publicize as much as possible in their classes. An article is run in the University newspaper "The Gauntlet". Posters are also put on campus. However, the most successful form of publicity seems to be the individual instructors.

The Director is in charge of hiring, evaluating and deploying monitors. She is also in charge of the present evaluation.

The administration is responsible for the resources that are presently in the Drop-In Centre. There is a good selection of magazines, tapes and some books. Reference materials are also available. The Drop-In Centre is

well-equipped, having a tape deck, record player and amplifiers.

D. SITE OF THE FRENCH DROP-IN CENTRE

The Drop-In Centre is located on the third floor of Calgary Hall on the University of Calgary campus. It is an extremely attractive room. It is sunny and well-lit. The area is laid into 2 conversational areas. The furnishings are modern and new. Colours are subdued and pleasing to the eye. Coffee is available. The walls are decorated with posters. There are books and magazines available. A stereo record player or tape deck is always playing French music at a low volume. The selection of music was well suited to all tastes.

The area is most convenient for members of Romance Studies and the French Centre. It could be considered a bit out of the way for students of the Faculty of Education.

IV. DESCRIPTION OF ACTIVITIES

A. ACTIVITIES OF EACH GROUP OF PARTICIPANTS

As stated previously, there are no structured activities in the Drop-In Centre. Students come for varying periods of time. They may stop to speak for a few moments to a friend or spend an hour reading, studying and talking.

The main language of communication is French. English is heard in a variety of situations: a monitor talking to a rank beginner, 2 anglophones, etc. The percentage of English spoken is small.

It is estimated that approximately 150-200 people frequent the Centre weekly. From observations and questionnaires, it is evident that participants come for the following reasons:

A. STUDENTS

1. To have the opportunity to speak French: 30%
2. Availability of French-speaking monitors: 24%
3. Availability of books, magazines, music, etc.: 19%
4. To have help with specific language problems: 19%
5. To improve their French: 86%
6. To maintain their French: 14%

B. MONITORS

1. To act as facilitators and resource people for students
2. To plan Immersion Weekends
3. To meet with francophone friends

C. PROFESSORS

1. To meet with other francophone professors
2. To meet and talk to their students
3. To have coffee/lunch
4. To set up various meetings

D. FRANCOPHONES AND BILINGUALS

1. To meet and chat with friends
2. To make new acquaintances

E. FRENCH CENTRE PERSONNEL

Both Mrs. Mydlarski, Director, and Mrs. Doyle, secretary, drop in regularly. They are at ease with the monitors and know a large number of the participants.

B. DESCRIPTION OF A TYPICAL OBSERVATION PERIOD

12:30 Arrival at the French Drop-In Centre.

There are 3 students present and 2 monitors. (One student is reading a French magazine, one is working on a Cahier

d'exercices with a monitor and one is speaking French with the other monitor.)

12:45 Another student drops in to read magazines. Monitor A talks to 2 more students who need information on Immersion Weekends.

12:50 Two monitors discuss the next Immersion Weekend. Several small groups of students are speaking French or reading.

1:00 A real beginner comes in. Monitor A starts up a conversation. He uses some English to help the student. Monitor B starts up a conversation with a student who is reading. Another student arrives to discuss a book in French. The monitors know her by name and the conversation continues in French.

1:05 Monitor A leaves, as do 3 students. The French Centre secretary arrives to eat lunch. She speaks to the monitors and to several students. She is really acting more like a monitor-hostess.

1:20 Two professors from Romance Studies drop in for coffee before classes.

In the evening, the Centre is very animated. A regular group of non-credit students and their instructors come to the Centre before class. They know each other well. The atmosphere of the noon session tends to be diffused. Students move to different areas of the room and more students are there to read and to study.

V. THE ROLE OF THE MONITORS

The role of the monitors at the Drop-In Centre can be defined under two headings: facilitator and resource person.

A. THE MONITOR AS FACILITATOR

The onus is on the monitor to set an atmosphere of welcome for the participants. The monitor is, in effect, the host of the French Drop-In Centre. It is his responsibility to welcome new participants, introduce himself, show them the resources, determine if they need specific help or want simply to talk or read.

Once in a conversation, he must act as a facilitator. This role has several components. The monitor must appear friendly and non-threatening. Beginners in particular must be encouraged and feel at ease. He should have the ability to draw people into conversations by using personalized, open-ended questioning techniques. It should be obvious to the participants that the monitor enjoys his role and has sensitivity for second language speakers.

B. THE MONITOR AS RESOURCE PERSON

Students also attend the Drop-In Centre for help with essays, exercises, etc. Resources are on hand in the Centre. Monitors should be aware of them and be able to guide students. They should also be fairly at ease in helping out with dissertations or exercises.

VI. ASSESSMENT

In this section of the report, an assessment will be made of the Drop-In Centre. This will be done in several ways: to analyze the student body in terms of the data from the questionnaires and to assess the role of the monitors based on the observations and data.

A. THE STUDENT GROUP

1. BEGINNERS

This is the smallest category of participants (18%). Most beginners (65%) came to the Centre fewer than 3 times in a term.

Beginners tend to attend for the following reasons: to converse in French, because of the availability of French monitors and to get help with specific problems.

If they could change the program, they would like to see: more help on grammar and language lab facilities.

In general, they found the monitors friendly and helpful.

RECOMMENDATIONS

As this is the smallest category of participants, some steps should be taken to ensure that they use the Centre more frequently. Second language learners are generally shy and inhibited about using the language in a social situation. Those who are not inhibited have a limited vocabulary for actually starting a conversation. It is suggested that some measures be taken to offset this reticence. For example, beginners could be assigned to a monitor. All beginners from A-K are assigned to Monitor A who is in the Centre from 12:00 to 1:00 on Wednesdays, for example. A list could be given to the monitor of the students who might come in to see him at that time. Alternatively, the monitor could be introduced to a beginners class. They could be given his timetable and his tasks could be outlined. By facilitating this initial introduction, more beginners might take advantage of the site.

2. INTERMEDIATE STUDENTS

There are 33% of the participants who are at the intermediate level. Approximately 50% attend the Centre more than 10 times. Like the

beginners, they attended to converse with French monitors. However, unlike the beginners, they came because of the magazines, books and music, and to get help on specific problems.

If the program were to change, they would like to add more help with grammar and some cultural insights.

They indicate that monitors were friendly and helpful. As a group, they got to know the monitors at the Drop-In Centre, unlike the beginners and the Advanced group, who tended to know them from Immersion Weekends.

RECOMMENDATIONS

It is recommended that some consideration be given to help with grammar. This could take several forms. Part of the publicity could indicate the goals of the Centre, including individual help with grammar which is available from every monitor. Another possibility is to actually schedule a section of the week when students who are experiencing grammar problems know that they can get extra help.

3. ADVANCED STUDENTS

These students constitute the largest group, namely 40%. Their attendance pattern covers the 3 categories indicated with approximately half attending 3 to 10 times or more. They use the Centre largely for French conversation, although they express interest in the written materials and to a lesser extent help with problems.

The change they would most like to see is to have cultural insights incorporated into the Drop-In Centre.

RECOMMENDATIONS

It is recommended that some program of speakers, slides or readings, which would foster greater cultural insights and understanding, be incorporated on a weekly or bi-monthly level. Forty-one percent of all participants indicated a desire for this service.

4. NATIVE SPEAKERS AND BILINGUALS

The number of respondents in this group is very small. It would be desirable to see the number increase. They add animation and a French ambiance to the Centre. It must be underlined however that care must be exercised to integrate the second language learners with this advanced group. There is a distinct danger that the 2 groups might not mix. As several students commented: "All too often the monitors are engaged in a conversation among themselves..." and "they tended to cluster together ... students felt awkward participating in "their" conversation...".

B. ASSESSMENT OF THE ROLE OF THE MONITORS

As the period of evaluation started some time after the Drop-In Centre was underway, no comments can be made on the initial welcome of new students. During the observation period itself, the monitors were generally engaged in discussions with students, professors, whom they knew. Conversation appeared spontaneous and relatively free-flowing. Although this is a general statement and is backed by the students, there are certainly some concerns. Of the 48 respondents, 7 took the time to write comments. All of these indicated that the monitors were not fulfilling their role as facilitator-host. Criticism was made under 2 headings: inaccessibility, due to conversations with other francophones, and monitors not showing sensitivity to newcomers and/or beginners. Four other respondents indicated that they never got to know the monitors at the Drop-In Centre. One pointed out that the conversation he thought he had with a monitor was in fact with another francophone student!

During the periods observed, several behaviour patterns seem to detract from the concept of the Drop-In Centre and the role of the monitor as host. Monitors were sometimes reading or studying and thus unaware of the students. It is quite conceivable that new students came in at this time and finding no contact person simply left. It was also rare to see a monitor moving from one group of students to another. They tended to sit in one spot and have students come to them. Also, monitors did not wear name tags, so that it was impossible to discern which francophone during any given period was in fact the monitor in charge.

C. OVERALL ASSESSMENT

The goal set by the Drop-In Centre, i.e. to fill a need for situations in which students can converse with native speakers is a realistic one. Students do attend the Drop-In Centre for this very reason. The volume of participants shows clearly that the Centre is needed. In fact, at this time of the year when there are no longer any monitors present, it is still a Centre where francophones and second language learners can be found. It is therefore answering a real need. The French Centre is to be commended for initiating and supporting this unique concept.

Several recommendations can be made to improve the existing situation. They come under 3 categories:

1. PERSONNEL

Although this year's monitors have been proven to do a satisfactory job, several changes could be made. It is suggested that a job description be given to monitors to ensure that they have a clear understanding of their role. Secondly, an in-service which assists them in their role of facilitator-host could be initiated. Lastly, as students do not know them well, it is suggested that they wear a name tag.

2. STUDENT NEEDS

It is recommended that a program be set up to introduce students to monitors and to the Drop-In Centre. This is particularly crucial with beginners and shy second language learners.

3. PROGRAM

Students expressed a clear need for help with grammar. They also want to gain greater insights into francophone culture. Both of these needs could be answered by instituting a very informal program. For example, students needing grammar help might receive help at regular times. A monthly or bi-weekly cultural insight program could also be held.

4. MATERIALS

At present, there is virtually no control over the materials at the Centre. As there is a small library, some better form of control could be initiated. Should this task prove to be onerous, the French Centre might want to re-evaluate its priorities. It might be more reasonable (due to the cost of hiring a library clerk part-time to set up a system of control) to concentrate on a greater variety of magazines, newspapers, etc.

VII. THE FUTURE OF FRENCH FACILITIES ON THE CAMPUS

Respondents were extremely positive in their written comments on the Drop-In Centre. Their suggestions for other activities fall under several headings. They would like to see more activities, both cultural and social, either in collaboration with the French Club or originating from the French Centre. A strong interest was expressed in a French newsletter and a French film society. If a French newspaper is not feasible, several students suggested that articles appear in the campus newspaper - The Gauntlet.

APPENDICES

Appendix I:

A. Questions to be answered by the evaluation.

B. Project Description.

Appendix II:

A. Participants' Questionnaire

B. Statistics on Frequencies of Questionnaire

C. Statistics on Cross-tabulation of Questionnaire (Available at the (French Centre

Appendix III: Professors' Questionnaire

Appendix IV: Modified Flanders Analysis

Appendix V: Monitors' Questionnaire

Appendix VI: List of magazines and newspapers

The University of Calgary
2920 24 AVE. N.W.
CALGARY, CANADA
T2N 1N4

Centre français/French Centre
Calgary Hall C-301

QUESTIONS THAT WE WOULD HOPE TO HAVE ANSWERED BY THE USE OF AN OBSERVATION SCHEDULE

A. DROP-IN CENTRE

1. Are the monitors fulfilling their role of facilitating conversation? (This includes being friendly - taking the initiative in a conversation, pleasant, helpful and encouraging.)

2. What type of interaction is actually taking place?

   a) between students and monitors,

   b) between anglophone students,

   c) between anglophone & francophone students.

   (Who initiates the conversation?, who keeps the conversation going?, how long does it last?)

3. What amount of monitors' time is spent

   a) helping students with homework,

   b) in general conversation, other than about homework,

   c) in other activities.

4. Is French used exclusively? If not, in which situations and how frequently is English used?

B. IMMERSION WEEKENDS

1. Are the monitors fulfilling their role of facilitating conversation? (This includes being friendly - taking the initiative in a conversation, pleasant, helpful and encouraging.)

B. IMMERSION WEEKENDS - continued

2. What type of interaction is actually taking place?

   a) between students and monitors,

   b) between anglophone students,

   c. between anglophone & francophone students.

   (Who initiates the conversation?, who keeps the conversation going?, how long does it last?)

3. Are all students participating actively within their linguistic limitations?

4. Are the students enjoying themselves?

5. Is French used exclusively? If not, in which situations and how frequently is English used?

PROPOSAL TO THE DEPARTMENT OF ADVANCED EDUCATION AND MANPOWER

I. (a) NAME OF INSTITUTION: The University of Calgary

(b) CONTACT PERSON: Donna Mydlarski, 284-6827

(c) PROPOSED LOCATION OF PROJECT: French Centre, Calgary Hall C-301

(d) PROJECT TITLE: French Drop-in Centre

(e) AUTHORIZATION: _____

Dr. R. S. Chapman, Dean
Faculty of Continuing Education

II. OBJECTIVES OF THE PROJECT:

To provide an informal setting on the University of Calgary campus where students can meet with native French speakers and practice conversation skills.

III. CONTENT DESCRIPTION:

A French atmosphere is created by a variety of books, magazines, games and music from Quebec and other parts of "la francophonie". By its very nature, the Drop-in Centre complements the more structured type of language study as found in the classroom. The Drop-in Centre fosters oral communication skills, both listening and speaking, through conversation with people whose native tongue is French. This is an area that is sometimes neglected in language classes where the "tools" of the language are taught but little real communication occurs.

IV. TARGET POPULATION:

Students of French taking courses in the Faculty of Education, the Faculty of Continuing Education, the Department of Romance Studies, the French Centre, francophiles in general. Numbers are difficult to estimate. Average of 100 contacts per week. Interest and the motivation to improve one's French are the only requirements to participate.

V. FORMAT:

(a) TOTAL NUMBER OF CONTACT HOURS -
Open five days a week from:
11:00 - 14:00 (2 monitors on duty)
18:00 - 19:00 (1 monitor on duty)
with the possibility of increased hours if the demand exists.

(c) PROPOSED STARTING DATE - September 1979

(d) TERMINATION DATE - March 31, 1980

VI. PERSONNEL:

Director: Donna Mydlarski, BEd, MA

Monitors: to be appointed from among instructors and French-speaking students on campus.

VII. EVALUATION:

1. An observation schedule will be designed to determine what kind of interaction takes place. Observations conducted at random over the eight-month period will describe the type of conversation and what changes, if any, occur in the interaction.

2. The extent to which the Drop-in Centre helps participants to achieve their personal linguistic goals will be assessed by a questionnaire sent to a random selection of the users.

3. Users will be asked to "log-in" to ensure an accurate account of names and numbers.

A detailed evaluation plan will be prepared in consultation with Dr. G. Babcock of the Department of Advanced Education and Manpower.

VIII. BUDGET (see attached sheet)

LE CENTRE FRANCAIS/FRENCH CENTRE

DROP-IN CENTRE QUESTIONNAIRE

Please complete all questions. All information provided is confidential and will be used for purposes of statistics for funding agencies, evaluation and improvement of our program.

1) What is your affiliation with the University?

a) Academic staff _____
b) Support staff _____
c) Student _____
d) Spouse of any of the above _____

2) In what faculty or department do you take French instruction? (please indicate course No.)

a) French Centre _____
b) Department of Romance Studies _____
c) Faculty of Continuing Education _____
d) Faculty of Education _____
e) Not enrolled in a French course at present _____

3) What do you believe is your level of proficiency in the French language?

a) Beginner _____
b) Intermediate _____
c) Advanced _____
d) Bilingual _____
e) Native speaker _____

4) How did you learn of the existence of the Drop-In Centre?

a) Newsletters, brochures _____
b) Posters _____
c) The Gauntlet _____
d) A friend _____
e) Your instructor _____
f) French Centre personnel _____

5) How often do you come to the French Centre?

a) Less than 3 times a term _____
b) 3 to 10 times a term _____
c) More than 10 times a term _____

6) If your answer to 5) is a) why?

a) Time demands _____
b) Lack of personal contact (knew no-one) _____
c) Did not need help _____
d) Atmosphere did not seem welcoming _____

6) continued

If your answer to 5) is c) why?

a) Knew monitors _____
b) Came to see friends _____
c) Needed help _____
d) Atmosphere was welcoming _____

7) Please state your reasons for coming to the Drop-In Centre?

a) Books, magazines, newspapers, music _____
b) Availability of French-speaking monitors _____
c) Help with specific language problems _____
d) To have the opportunity to converse in French _____
e) Meetings connected to French programs _____
f) All of the above _____
g) Other

8) Did you come to the Centre to improve your French?

YES _____ NO _____

9) Did you come to the Centre to maintain your present fluency in French?

YES _____ NO _____

10) At present, the Centre is open from 11-2 and 6-7. Would you like a change in hours?

a) Earlier in the morning _____
b) 4:30 - 7:00 _____
c) Other _____

11) If there were a program of activities, which would you like to see?

a) Help on grammar _____
b) Weekly poetry/prose readings _____
c) Cultural insights, slides, etc. _____
d) Language lab facilities _____
e) No program (prefer the present situation) _____

12) How did you get to know the monitors in charge?

a) During an Immersion Weekend _____
b) At the Centre itself _____
c) In another situation entirely
   i) classes in common _____
   ii) social situation _____

13) Did you find that the monitors generally

a) Were friendly _____
b) Were helpful with problems _____
c) Initiated conversation _____
d) Were not helpful _____

14) What else, if anything, would you like to see on campus to facilitate the use of French?

_____

_____

_____

The University of Calgary
2920 24 AVE. N.W.
CALGARY, CANADA
T2N 1N4

Centre français/French Centre
Calgary Hall C-301

April 16, 1980

Dear Colleague:

The attached questionnaire is part of an evaluation being carried out for Government funding of the French Centre and Immersion Weekends. Its purposes are two fold:

a) to evaluate the present "Drop-In" Centre and Immersion Weekends;

b) to give the Director any suggestions which might contribute to the further success of the program.

Your answers will be kept entirely confidential. As the evaluation report is due on April 30, I must ask you to return the completed questionnaire to the French Centre (CH C-302) at your earliest possible convenience.

Thank you for your time and consideration.

Sincerely,

Aline Doyle

for: Pat Klinck,
Evaluator.

PK/ad

Encl.

FRENCH CENTRE

EVALUATION QUESTIONNAIRE DISTRIBUTED TO THE MEMBERS OF THE ROMANCE STUDIES DEPARTMENT

I. What do you feel is contributing to the success of the French Centre as it is now?

_____

_____

_____

_____

_____

II. What do you feel would increase its success?

_____

_____

_____

_____

_____

III. Other comments on the French Centre.

_____

_____

_____

_____

_____

Description of Activities - Based on Flanders' Analysis

I. Teacher Talk:

A. Indirect Influence:

1. Accepts feelings of students:

a) predicts feelings

b) recalls feelings

c) promotes positive feelings

2. Praising or encouragement:

a) jokes that release tension

b) gestures

c) voice tone - warmth

d) voice - quality

e) eye contact

f) teacher movement

g) use of "small" words, "go on", "yes"

3. Accepts or builds on student ideas

4. Asks questions with the intent that students answer:

a) closed questions

b) open ended questions

B. Direct Influence:

1. Lecturing

2. Giving Directions

3. Criticizing or Justifying Authority

II. Student Talk:

1. Student response - to a teacher question

2. Student talk - initiated by students

3. Silence or confusion

FRENCH CENTRE

EVALUATION QUESTIONNAIRE SUBMITTED TO THE MONITORS AND INSTRUCTORS AT THE FRENCH CENTRE

1) I am a francophone from:

a) Western Canada (British Columbia, Alberta, Saskatchewan, Manitoba) _____
b) Quebec, Ontario _____
c) Maritimes _____
d) France _____
e) Other French area (please specify)

_____

2) I am:

a) A student at the University of Calgary _____
b) An instructor at the University of Calgary _____

3) Please indicate what training/experience you have had for working with groups. (You may check several categories.)

a) Youth groups (e.g. guides, summer camps, etc.) _____
b) Previous experience as a Second Language Monitor _____
c) In-service programs (e.g. on conversation techniques _____
d) Experience in leading discussion groups _____
e) Teaching experience _____

4) Please indicate what experience/training you have had in using French in a second language situation.

a) Experience as a monitor _____
b) In-service program on using French as a Second Language _____
c) Education courses on French as a Second Language _____
d) Other (please specify)

_____

_____

5) What would you like to see in terms of monitor training?

a) Conversation techniques _____
b) Grammar of French as a Second Language _____
c) Phonetic correction _____
d) Games which promote conversation _____
e) Cultural (historical) insights into "la francophonie mondiale" _____

f) None is needed _____
g) Other (please specify)

_____

_____

6) French Centre

a) What do you feel is contributing to the success of the French Centre as it is now?

_____

_____

_____

_____

_____

b) What do you feel would increase its success?

_____

_____

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_____

_____

7) If you were involved in the French Centre Weekends, please comment on the following:

a) As there were 2 types of weekends, one with a "leader" and one under "joint leadership", please give your preference (if any) and why?

_____

_____

_____

_____

_____

7) b) What was the most successful aspect of the weekends?

c) In your opinion, what would improve them?

8) Other comments on the French Centre or the Immersion Weekends.

LIST OF MAGAZINES AND NEWSPAPERS

Le Nouvel Observateur
Paris-Match
L'Express
L'Actualité
Châtelaine
Le Consommateur Canadien
Le Devoir
Le Monde
Le Franco-Albertain